

# Model Assignment

## Issued September 2010

OCR Level 3 Preparing to Work with Children and Young People (QCF)

Unit 6: Understanding children's rights

**Please note:**

**This OCR model assignment may be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' the assignment within permitted parameters (see 'Notes for Teachers'). It is the centre's responsibility to ensure that any adaptations made to this assignment allow learners to meet all the assessment criteria and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.**

**The Ofqual accreditation numbers associated with this unit are:**

- Unit accreditation number Y/601/3284
- Qualification accreditation number (QAN) 501/0706/9

This OCR model assignment remains live for the life of this qualification.

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# Model Assignment: Learner Information

OCR Level 3 Preparing to Work with Children and Young People (QCF)

Unit 6: Understanding children's rights

# Model Assignment brief for the learner: Children's Rights – making a difference

## Scenario

### Become a Voluntary Intern

We are looking to recruit volunteers to help with our charitable work promoting children's rights. We need people to work with our fundraising, training and publicity teams.

We regularly offer voluntary internships to individuals interested in working with our support teams in fundraising, communications and community programmes and services.

### Why volunteer?

Whether you're studying, thinking of employment working with children and young people or between jobs, volunteering is a great way to make a real difference to the lives of children and young people. What's more, by volunteering you could:

- gain experience and improve your CV
- develop new skills
- improve your confidence
- meet new people
- make a contribution – give something back
- enjoy yourself

Places are limited, so what are you waiting for? Apply today!

## Brief:

**You are interested in a career working with children and young people and are keen to gain experience that will help you achieve this goal. You have successfully applied for a voluntary internship available at the local branch of a national children's charity and you have been invited for interview. There is a lot of competition for the internships and you are expected to be well prepared for your interview. Your brief for the interview states that you will be expected to be aware of the following:**

- the broad content and intent of the United Nations Convention on the Rights of the Child
- how the UNCRC has informed policy and practice in the UK
- the role and aspirations of the United Nations Children's Fund (UNICEF)
- an area of national policy which impacts on the rights of children and young people

**You have been set a range of tasks to demonstrate your knowledge and skills.**

**Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.**

# Tasks

## Task 1: The UNCRC

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### Assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5

#### Your task is to:

For the first part of your interview you must provide a briefing to demonstrate your knowledge of the United Nations Convention on the Rights of the Child.

#### You will need to:

- Explain the structure and purpose of the UNCRC
- Explain the reporting arrangements of the government back to the United Nations Convention on the Rights of the Child
- Identify the key aspects of laws in England and Wales that support the government's obligations to the UNCRC
- Analyse responsibilities that accompany children's rights
- Analyse society's attitudes to children and young people in the light of the UNCRC

#### Your evidence must include:

- Briefing materials.

The format of this evidence could be of any appropriate type. For example: a PowerPoint presentation with speakers notes, factsheets, a leaflet, handout or poster or a combination of these.

## Task 2: The impact of the UNCRC on UK policy and practice

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### Assessment criteria 2.1, 2.2, 2.3 and 2.4

#### Your task is to:

For the next part of the interview you have been set the task of explaining how the UNCRC has informed policy and practice in the UK. This information must be presented in an interesting way and made relevant for people and organisations contacting the charity for information and guidance about this topic.

#### You will need to:

- Compare the roles of the Children's Commissioners (or those with similar roles) in the different UK home countries
- Explain how the UNCRC has supported children to express their views and participate in decisions affecting their lives
- Identify which UNCRC articles most closely affect provision for children's:
  - Health
  - Justice
  - Family life
  - Participation
  - Safeguarding

- Education
- Evaluate how effective the government has been in meeting its UNCRC obligations in one of the areas of provision:
  - Health
  - Justice
  - Family life
  - Participation
  - Safeguarding
  - Education

**Your evidence must include:**

- Materials explaining the impact of the UNCRC on UK policy and provision.

The format of this evidence could be of any appropriate type. For example: a PowerPoint presentation with speakers notes, factsheets, a leaflet, handout or poster or a combination of these.

### Task 3: UNICEF

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**Assessment criteria 3.1, and 3.2**

**Your task is to:**

UNICEF is a major force in the field of children's rights. Your interviewers expect you to know about the role of UNICEF and will be asking you questions about this.

**You will need to:**

- Analyse the role of UNICEF and its link with the UNCRC
- Explain how UNICEF is involved in monitoring the implementation of the UNCRC

**Your evidence must include:**

- An explanation and analysis of the role of UNICEF.

### Task 4: A national policy

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**Assessment criteria 4.1, 4.2, 4.3, 4.4 and 4.5**

**Your task is to:**

The interview panel were impressed by your commitment, knowledge, and the quality of the materials you have produced. You have been offered, and have accepted, the Internship. The first task you are given is to plan and carry out desk research, taking into account the availability of data, in order to produce an information pack for a local early years or young people's setting. The aim is to inform the workers about an area of national policy, relevant to their job role, which impacts on the rights of children and young people.

**You will need to:**

- Plan and carry out desk research on your chosen area of national policy which impacts on the rights of children and young people, taking into account the availability of relevant data
- Identify ethical and confidentiality issues

- Use a variety of sources to collect data
- Analyse the data using appropriate methods
- Evaluate the impact of the chosen policy on the rights of children and young people

**Your evidence must include:**

- A research plan
- A bibliography and a range of sources of information referenced in the work
- Data collected and analysed
- An information pack

# Model Assignment: Teacher Information

OCR Level 3 Preparing to Work with Children and Young People (QCF)

Unit 6: Understanding children's rights

# General guidance on using this model assignment

## 1 General

### THIS UNIT IS PASS/FAIL

- 1.1 OCR model assignments are available to download free of charge from our website: [www.ocr.org.uk](http://www.ocr.org.uk)
- 1.2 OCR model assignments are intended to be used for formal summative assessment of learners and assessment must be conducted under controlled conditions. The OCR centre handbook for this qualification gives full information on controlled assessment. There is also guidance on what controlled assessment means in the context of this model assignment in the next section 'Notes for teachers'.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

## 2 Before carrying out the assignment

- 2.1 Learners should be provided with a copy of the *Learner Information* section of this assignment or the centre adapted model assignment.
- 2.2 It is not anticipated that learners will need to carry out any preparations **prior** to undertaking the assessment tasks, such as collating resources to use in the assessment, but if you do ask your learners to do so you please be aware that there is no time limit for this.

## 3 Producing evidence

- 3.1 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them. It is not acceptable for teachers to provide model answers or to work through answers in detail. For advice on giving feedback to learners on the work they have produced for assessment centres should refer to JCQ document *Instructions for conducting controlled assessment*.
- 3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks.
- 3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.
- 3.5 Under each task we have specified what evidence the learner is expected to produce, but it is important to note that if it is possible to generate the evidence in a variety of formats (such as then the learner is free to use the format that is most appropriate for them. The section 'Evidence Summary' at the back of the model assignment will guide you on evidence and formats for evidence.

## 4 Presentation of work

- 4.1 Centres wishing to submit digital evidence in the form of an e-portfolio should refer to the appendix in the OCR Level 3 Preparing to Work with Children and Young People (QCF) on guidance for the production of electronic assessment.
- 4.2 Centres should discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, eg spiral bound, stapled booklet, treasury tag.

For more guidance on production and presentation of work please refer to the section on Internal Assessment in the OCR Level 3 Preparing to Work with Children and Young People (QCF).

# Instructions on conducting assessment for this model assignment

## Introduction to the Tasks

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Centres should refer to the section on internal assessment in the OCR Level 3 Preparing to Work with Children and Young People (QCF) for more information on task setting, taking and marking.

**These guidance notes should be used in conjunction with the unit specification and OCR Level 3 Preparing to Work with Children and Young People (QCF).**

## Task Setting

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Centres can use this model assignment without adaptation or it can be adapted in line with the scope of permitted model assignment modification section in this document (see section below).

Alternatively, centres may develop their own assessment tasks and this OCR model assignment acts as an exemplar therefore helping to establish the standard expected of a controlled assessment activity. **All centre designed assignments must be quality assured before being used for assessment**, centres must ensure that model assignments they design are appropriate for their intended use and match the requirements of the unit(s).

There is further information on task setting in the OCR Level 3 Preparing to Work with Children and Young People (QCF).

## Task Taking

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### Supervision

Learners will complete the majority of work for assessment under direct teacher supervision but it is acceptable for some aspects of exploration to be outside the direct supervision of the teacher (the teacher must be able to authenticate all work carried out by the learner). It is also acceptable for assessment to take place outside the classroom but presenters must exercise continuing supervision to ensure essential compliance with health and safety requirements as well as being able to authenticate the learner's work. For this model assignment the following aspects could be undertaken outside of the direct supervision of the teacher:

- Interviewing practitioners about the impact of national policy
- Carrying out research eg library, internet etc.

## Time

Centres can decide how the time can be allocated between each part or individual task in the assessment.

For this model assignment we recommend that the overall assessment time is allocated as follows:

- 1½ to 2½ hours – Task 1 – The UNCRC
- 1½ to 2½ hours – Task 2 – The impact of the UNCRC on UK policy and provision
- 1½ to 2½ hours – Task 3 – UNICEF
- 1½ to 2½ hours – Task 4 – A national policy

## Resource

Centres can determine which physical resources and information sources are appropriate for the assessment, for example interviewing individuals, practitioners, internet and textbook research. Learners will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria.

## Collaboration

Learners are permitted to work in a team for the assessment, for example to plan research. At all times the teacher must be sure each learner can produce evidence of their own contribution to each assessment criteria but centres can determine at which point in an assessment task learners can work together. When learners are working in teams, teachers should consider:

- that all team members have equal opportunity to evidence their skills, knowledge and understanding
- team composition, for example based on learners' preferred learning/reviewing styles
- the number of team members. This is less important than the management and structure of the team. Small groups of 3 to 6 learners could comprise a team
- monitoring the team as work progresses
- exemplifying structures for effective presentations and verbal communication
- providing opportunity for practice/rehearsal and giving structured feedback

If witness statements are used to support learners' evidence, these should be completed individually for each learner.

## Scope of permitted Model Assignment modification

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The model assignment is very self-contained in its present form. The set of tasks form a coherent whole addressing all the assessment criteria.

No changes can be made to the assessment criteria.

The model assignment can be changed in terms of:

- the learner's brief, which can be contextualised or amended to suit local needs. However, the scenario must still be set within a children and young people's workforce context
- who the end user/client is and what their requirements are

- each specific task may be appropriately contextualised (ensuring that learners have the opportunity to cover all assessment criteria through the tasks)
- links to other unit assignments
- the type of evidence required and the format it takes (providing the assessment criteria do not demand specific evidence or format)
- Timings given for each assessment task are only approximations and it is permissible to vary them depending on the approach taken to each task and the overall context of the assignment.

OCR has ensured that, in the language used and tasks and scenarios provided, we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners

If centres wish to adapt the model assignment we strongly advise that staff responsible for modifying the model assignment and quality assuring it refer to the publication *Fair access by design*.

**If modifications are made to the model assignment it is up to the centre to ensure that all assessment criteria and marking criteria are adequately covered.**

# Additional guidance on managing the assessment

## Additional guidance:

- As an introduction to this unit, learners could be encouraged to reflect on their own understanding of children's rights; this should be a good starting point.
- Information could be collected from relevant practitioners and organisations through visits, interviews, books, websites etc to ensure learners understand the rights of children and young people.
- The use of case studies and discussions within class may be useful for learners to explore the work of third sector organisations involved in promoting the rights of children and young people.
- If centres have, or can establish, a link with a local children's charity this would clearly provide the opportunity for a very realistic context for the assignment.
- Representatives from third sector organisations eg NSPCC, Barnardos, Childline etc. In addition to UNICEF could be invited in to explain their contribution to addressing the rights of children and young people.
- To prepare learners for task four the centre's own policies and procedures could be used as examples of the impact of national policies for children and young people.
- THIS UNIT IS PASS/FAIL. Please refer to the Glossary (section 12 of the OCR Preparing to Work with Children and Young People handbook) for guidance on vocabulary used in assessment criteria.

10.10

# Evidence summary

This is a summary of the evidence the learner will be expected to produce in relation to this model assignment.

It is important to note that when completing this model assignment it may be possible to generate the evidence in a variety of formats and there is guidance on the options below. In some cases the task or model assignment will require a specific format for the outcome and this will be clearly marked in the table.

Task title	Evidence prescribed for activity	Format of evidence could include (this list is not exhaustive)	AC coverage
<b>Task 1</b> The UNCRC	<ul style="list-style-type: none"> <li>Briefing materials</li> </ul>	Briefing materials in choice of format, eg: <ul style="list-style-type: none"> <li>PowerPoint presentation with speakers notes</li> <li>Factsheets</li> <li>Written report / notes</li> </ul>	<ul style="list-style-type: none"> <li>AC1.1</li> <li>AC1.2</li> <li>AC1.3</li> <li>AC1.4</li> <li>AC1.5</li> </ul>
<b>Task 2</b> The impact of the UNCRC on UK policy and practice	<ul style="list-style-type: none"> <li>An explanation of the impact of the UNCRC on UK policy and provision</li> </ul>	Materials in choice of format, eg: <ul style="list-style-type: none"> <li>Powerpoint presentation with accompanying notes</li> <li>Factsheets</li> <li>Leaflet</li> <li>Poster</li> <li>Written report / notes</li> </ul>	<ul style="list-style-type: none"> <li>AC2.1</li> <li>AC2.2</li> <li>AC2.3</li> <li>AC2.4</li> </ul>
<b>Task 3</b> UNICEF	<ul style="list-style-type: none"> <li>An explanation and analysis of the role of UNICEF</li> </ul>	<ul style="list-style-type: none"> <li>Factsheet</li> <li>Written notes</li> <li>Recording of an interview</li> </ul>	<ul style="list-style-type: none"> <li>AC3.1</li> <li>AC3.2</li> </ul>
<b>Task 4</b> A national policy	<ul style="list-style-type: none"> <li>A research plan</li> <li>Range of sources used</li> <li>Data collected and analysed</li> <li>An information pack</li> </ul>	Evidence required: <ul style="list-style-type: none"> <li>Research plan</li> <li>Data</li> <li>Data analysis</li> <li>Bibliography</li> <li>Information pack</li> </ul>	<ul style="list-style-type: none"> <li>AC4.1</li> <li>AC4.2</li> <li>AC4.3</li> <li>AC4.4</li> <li>AC4.5</li> </ul>